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Career-Related Learning Standards.

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ABSTRACT

This document identifies the three components that frame overall career and life role education that helps students prepare to integrate the demands of six life roles (individual, learner, producer, consumer, family member, citizen) into family, community, and work settings. The three components that help prepare students to meet the grade 12 Certificate of Advanced Mastery (CAM) Career-Related Learning Standards are common curriculum goals, grade-level indicators, and career-related learning standards. The common curriculum goals are presented in a table format. Each goal is accompanied by career and life role indicators at grades 3, 5, 8, and 10 that provide guidance to school districts in preparing students to meet the grade 12 Career-Related Learning Standards, a required component of CAM assessment and a responsibility of the local school district. Columns in the table for each common curriculum goal are as follows: grade 3 indicators; grade 5 indicators; grade 8 indicators; grade 10 indicators; and Career-Related Learning Standards, CAM/grade 12. The common curriculum goals are as follows: personal management, problem solving, communication, teamwork, organizations and systems, employment foundations, and career development. (YLB)



Career and Life Role Common Curriculum Goals

and

Grade 12 Career-Related Learning Standards

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Career and Life Role Common Curriculum Goals and Grade 12 Career-Related Learning Standards

Introductio

Career and life role education helps students prepare to integrate the demands of six life roles (i.e. individual, learner, producer, consumer, family member and citizen) into family, community and work settings. Career and life role education helps students connect the personal side of their lives ("learning to live") to educational growth ("learning to learn") and career development ("learning to work"). This document identifies the three components that frame overall career and life role education. These components help prepare students to meet the grade 12 Certificate of Advanced Mastery (CAM) Career-Related Learning Standards.

- Common Curriculum Goals: broad curriculum goals that frame the program of study.
- Grade-Level Indicators: suggested age-appropriate learning that connects the common curriculum goals and the grade 12 Career-Related Learning Standards.
- 3) Career-Related Learning Standards: broad knowledge and skills essential for students to succeed after high school in employment, further schooling, family and community life.

Since 1995, approximately 2800 educators and business and industry partners developed, reviewed and revised the 1) Career and Life Role Common Curriculum Goals, 2) grade level indicators and, 3) Career-Related Learning Standards. During the summer of 1998, the Oregon Department of Education, the 15 Regional Workforce Committees, the Oregon Economic Development Department, the Oregon Employment Department and the Oregon Business Council collaborated in the review of the Career-Related Learning Standards. Over 376 business and industry participants reviewed the Career-Related Learning Standards representing high-tech firms, health organizations, manufacturing, agriculture, finance and banking, engineering and architecture, community organizations and agencies, sales and service.

Reviewers strongly suggested that these standards are important life skills for <u>all</u> students throughout their school years. Students should be expected to learn these skills beginning at the elementary grades and demonstrate attainment in school, community and workplace experiences while in high school

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Using the Information

Student attainment of grade 12 Career-Related Learning Standards will be most meaningful when learned and demonstrated through integrated, interdisciplinary approaches and meaningful hands-on activities. Curriculum, instruction and assessment strategies must help students understand and use the career-related learning knowledge and skills in combination with other subject matter. The opportunity to demonstrate career-related learning in the context of accomplishing a task, explaining a problem and discovering a solution helps prepare students for the complexity of adult responsibilities. As schools develop integrated career-related learning opportunities for students, the following factors should be considered.

- The CCGs are a required part of the K-12 curriculum in Oregon schools. Students must have the opportunity to achieve the knowledge and skills identified in the Career and Life Role Common Curriculum Goals.
- The grade 12 Career-Related Learning Standards are a required component of the Certificate of Advanced Mastery (CAM). Students must have the opportunity to achieve the knowledge and skills identified in the standards. Assessment of the Career-Related Learning Standards is the responsibility of the local school district.
- The grade-level indicators at 3, 5, 8, and 10 provide guidance for school districts to develop and align learning opportunities. The indicators help prepare students to meet the required grade 12 Certificate of Advanced (CAM) Career-related Learning Standards. Local school districts are encouraged to develop other indicators that help students prepare for the grade 12 requirements.
- Local school districts are encouraged to develop their own assessment process for the grade level indicators as a precursor to locally assessing the grade 12 Certificate of Advanced (CAM) Career-Related Learning Standards.
- Career and Life Role education is intended to be integrated across subject areas in school, community & workplace learning rather than only as a separate class.

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The Career and Life Role indicators at grades 3, 5, 8, and 10 provide guidance to school districts in preparing students to meet the grade 12 Career-Related Learning Standards. The grade 3, 5, 8, and 10 indicators are not part of the required assessment system. The grade 12 Career-Related Learning Standards are a required component of CAM assessment and the responsibility of the local school district.

Common Curriculum	Grade 3	Grade 5	Grade 8	Grade 10	Career-Related Learning Standards CAM/Grade 12
	INDICATORS	INDICATORS	INDICATORS	INDICATORS	
PERSONAL MANAGEMENT Develop competence in					Exhibit appropriate work ethic and behaviors in school, community and workplace
personal management that contributes to fulfilling and balancing responsibilities of multiple life roles (i.e., individual learner.	Describe responsibilities of a student.	Describe the importance of personal responsibility and good work habits in the family, school, and community.	Demonstrate good work habits in various family, school, and community related tasks.	Take initiative to complete work in a responsible manner.	Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality.
producer, consumer, family member, citizen).					Maintain regular attendance and be on time.
					 Identify tasks that need to be done and initiate action to complete the tasks.
	Identify the impact of one's own behavior on other individuals and groups.	Demonstrate how one's behavior impacts outcomes and consequences.	Recognize and explain the differences between socially responsible and socially irresponsible behaviors.		Demonstrate accountability for decisions and actions and anticipate consequences
	·				(Continued)

learn") and career development ("learning to work"). Career and life role education is intended to be integrated across subject areas in school, community and workplace learning Career and Life Role Common Curriculum Goals and Career-Related Learning Standards

Career and life role education helps students prepare to integrate the demands of six life roles (i.e., individual, learner, producer, consumer, family member and citizen) into Career and life role education helps students students connect the personal side of their lives ("learning to live") to educational growth ("learning to rather than only as a separate class.

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Exhibit appropriate work Career-Related Learning personal health and school, community and Explain and follow ethic and behaviors in Demonstrate dress, appropriate for the (Repeated from pg. 2) personal hygiene environment and CAM/Grade 12 appearance, and safety practices. Standards situation. workplace. cooperation, collaboration, health and safety in home, transferable to a variety of responsibilities related to maintaining physical and Demonstrate knowledge Demonstrate how habits developed in school are Identify and explain an individual's rights and school, and workplace. dress, and appearance) and skills (e.g., punctuality, dependability, INDICATORS and skills basic to Grade 10 mental health. settings. to safety hazards within the home, school, community, succeeding in multiple life Demonstrate healthy ways Propose and test solutions roles (e.g., productive use Demonstrate knowledge to deal with stress and of time and resources, INDICATORS timely completion of and skills basic to Grade 8 and careers. conflict. Identify personal sources of Demonstrate behaviors and along with others) that are hazards within the home, important in various life school, community, and Identify potential safety skills (e.g., punctuality, stress and conflict, and dependability, getting suggest strategies for Grade 5 INDICATORS managing them. Demonstrate knowledge of dependability, and getting including healthy ways of home, school, community, Demonstrate promptness, dealing with conflict, and Describe activities that INDICATORS promote safety in the good health habits, along with others. and the responsibility of the local school district. and careers. Grade 3 emotion. family member, citizen). fulfilling and balancing Common Curriculum Develop competence in multiple life roles (i.e., personal management (Repeated from pg. 2) producer, consumer, individual, learner, that contributes to responsibilities of MANAGEMENT Goals **PERSONAL** (Continued)

Career and Life Role Common Curriculum Goals and Career - Actaer Local L rather than only as a separate class.

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Assess results and take implement the selected locate information that Identify alternatives to proposed solution and Career-Related Learning Identify problems and may lead to solutions. Select and explain a Apply decision-making consequences of the Develop a plan to and problem-solving techniques in school, course of action. corrective action. CAM/Grade 12 course of action. solve problems. Standards community, and alternatives. Assess the workplace. Use decision-making skills school, real, or simulated problem-solving skills in solving strategies to new to select an endorsement Resolve problems using techniques that include information and apply ethical considerations. Organize and process contexts or situations. personal, social, and decision-making and workplace situations. INDICATORS Generalize problemarea for CAM focus. Grade 10 strategies to solve problems decision-making process to select and plan high school problems related to family, Select and use appropriate course of study and extra-Use information to make alternatives that involve varying degrees of risk. school, and community INDICATORS Distinguish between Use a prioritizing or decisions and solve curricular activities. related to life roles. Grade 8 situations. middle school electives and decisions and their impact Present a problem's main Use decision-making and understanding of relevant Use information to select idea with detail to show complete a classroom plan extra-curricular Examine alternative on other individuals. problem solving to Grade 5 INDICATORS activities. project. issues. Identify factors associated with making an important problem that exists in the Discuss how choices are Describe how decisions Identify and describe a made and what can be choices and accepting INDICATORS classroom, school, or learned from making affect self and others. and the responsibility of the local school district. responsibility. community. Grade 3 decision. for resolving problems in PROBLEM SOLVING responsible approaches Common Curriculum productive and socially workplace settings. Develop and use community, and Goals family, school,

learn") and career development ("learning to work"). Career and life role education is intended to be integrated across subject areas in school, community and workplace learning --y, community and work settings. Career and life role education helps students connect the personal side of their lives ("learning to live") to educational growth ("learning to Career and Life Role Common Curriculum Goals and Career-Related Learning Standards

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Common Curriculum Goals	Grade 3	Grade 5	Grade 8	Grade 10	Career-Related Learning Standards CAM/Grade 12
	INDICATORS	INDICATORS	INDICATORS	INDICATORS	
COMMUNICATION* Select and use appropriate communication strategies in family, school,				·	Demonstrate effective communication skills to give and receive information in school, community, and workplace.
community, and workplace settings.	Explore the use of a variety of traditional and technological tools to acquire information.	Use a variety of traditional and technological tools to gather information.	Use a variety of traditional and technological tools to transmit and receive information.	Use technology to process, create, and communicate information in multi-media presentations.	Locate, process, and convey information using traditional and technological tools.
	Demonstrative attentive listening by following instructions and asking questions.	Attentively listen to the ideas of others and ask clarifying questions.	Attentively listen to, record, and paraphrase the ideas of others	Use interpersonal communications skills to receive verbal and nonverbal messages, recognizing personal and cultural differences.	Listen attentively and summarize key elements of verbal and non-verbal communication.
					 Give and receive feedback in a positive manner.
	Locate information using illustrations, tables of contents, glossaries, indexes, headings, graphs, charts, diagrams, and/or tables.	Locate information and clarify meaning by using illustrations, tables of contents, glossaries, indexes, headings, graphs, charts, diagrams, and/or tables	Locate and organize information from relevant sources (e.g., manuals, books, experts, Internet).	Read technical materials for information and application.	Read technical/ instructional materials for information and apply to specific tasks. Continued)
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Some of these indicators at grades 3, 5, 8, and 10 reflect the standards and benchmarks listed in the English content area. The English Benchmarks are listed here to emphasize the importance of Communication in context to meet multiple CAM requirements.

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Common Curriculum Goals	Grade 3	Grade 5	Grade 8	Grade 10	Career-Related Learning Standards CAM/Grade 12
	INDICATORS	INDICATORS	INDICATORS	INDICATORS	
COMMUNICATION* (Continued) Select and use appropriate communication strategies in family, school,					Demonstrate effective communication skills to give and receive information in school, community, and workplace. (Repeated from pg. 5)
community, and workplace settings. (Repeated from pg. 5)	Write in a variety of modes (e.g., narrative, imaginative, expository, persuasive) and forms (e.g., essays, stories, reports) appropriate to audience and purpose.	Write in a variety of modes (e.g., narrative, imaginative, expository, persuasive) and forms (e.g., essays, stories, reports) appropriate to audience and purpose.	Write in a variety of modes (e.g., narrative, imaginative, expository, persuasive) and forms (e.g., essays, letters, business communications, research papers, technical reports) appropriate to audience and purpose.	Write in a variety of modes (e.g., narrative, expository, imaginative, persuasive) and forms (e.g., essays, letters or business communications, research papers, technical reports) appropriate to audience and purpose.	Write instructions, technical reports, and business communications clearly and accurately.
	Demonstrate some control of eye contact and speak at an appropriate rate and volume to request information or assistance	Demonstrate control of eye contact, speaking rate, volume, enunciation, and gestures when giving instructions, asking questions, and/or providing information.	Demonstrate control of eye contact, speaking rate, volume, enunciation, and gestures when giving instructions, asking questions, and/or providing information.	Use various communication strategies within life role contexts for such purposes as informing, describing, questioning, and persuading.	Speak clearly, accurately and in a manner appropriate for the intended audience when giving oral instructions, technical reports and business communications.
Some of these indicato	rs at grades 3, 5, 8, and 10 re	Some of these indicators at grades 3, 5, 8, and 10 reflect the standards and benchmarks listed in the English content area. The English Benchmarks are listed here	marks listed in the English c	ontent area. The English Be	enchmarks are listed here

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Career-Related Learning CAM/Grade 12 Standards Grade 10 Grade 8 Grade 5 and the responsibility of the local school district. Grade 3 Common Curriculum Goals

	INDICATORS	INDICATORS	INDICATORS	INDICATORS	
TEAMWORK Develop and use interpersonal skills that					Demonstrate effective teamwork in school, community and workplace.
and teamwork in working toward common goals in family, school,	Describe how family members rely on one another, work together, and	Identify behaviors that promote or interfere with group work (e.g.,	Identify roles and behaviors that contribute to team effectiveness in families school and the	Demonstrate interpersonal skills required for working cooperatively in teams.	 Identify the key characteristics of teamwork.
workplace settings.	sitate responsionines.	good listening).	community.		Explain how work teams are the same or different from other kinds of teams.
					Identify different roles within teams and describe why each role is important to effective teamwork.
Understand the issues related to diversity in school, community, and workplace settings.	Recognize and appreciate the ethnic and cultural diversity found in one's school.	Demonstrate the ability to work as part of a diverse group.	Explain how diversity contributes to school, community, and workplace teams.	Demonstrate respect and flexibility in team situations.	Recognize the effects of individual difference on interactions among team members.
					(Continued)

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Common Curriculum	Grade 3	Grade 5	Grade 8	Grade 10	Career-Related Learning Standards CAM/Grade 12
CIBOO	INDICATORS	INDICATORS	INDICATORS	INDICATORS	
TEAMWORK (Continued) Develop and use interpersonal skills that					Demonstrate effective teamwork in school, community and workplace. (Repeated from pg. 7)
contribute to cooperation and teamwork in working toward common goals in family, school, community, and workplace settings.	Participate in a cooperative project with classmates.	Practice effective team skills including: involving all team members, attentive listening, and completing team tasks.	Use strategies to work effectively with team members (e.g., negotiation, compromise, consensus, conflict resolution).	Analyze teamwork and propose measures to enhance team effectiveness and achieve common goals.	Demonstrate skills that improve team effectiveness, (e.g., negotiation, compromise, consensus building,
Understand the issues related to diversity in school, community, and workplace settings. (Repeated from pg. 7)	Identify cooperative skills such as helping, sharing,	Identify different individual's contributions	Examine one's own role and performance in family.	Use individual strengths and interests to accomplish	conflict management, shared decision- making and goal- setting). Describe the significance of
	explaining, and listening.	to team efforts in families and classrooms.	schools, and community team efforts (e.g., leader, follower, team member, facilitator).	team goals in multiple life role settings.	individual contributions to teamwork.

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Career-Related Learning Standards CAM/Grade 12		Describe how individuals fit into organizations and systems.	 Identify parts of organizations and systems. 	Describe how the parts of organizations and systems fit together.	Describe how work moves through a system.	Describe the changing nature of work, workplaces, and work processes on individuals, organizations and systems.
Grade 10	INDICATORS		Explain the interdependence of the work of a department or	departments or sections within an organization.	Demonstrate the ability to work effectively within the school, community, or workplace settings.	Identify reasons and strategies for making changes in the workplace.
Grade 8	INDICATORS		Compare and contrast simple systems and organizations, showing	and relationships (e.g., families, schools, communities, and workplaces).	Participate in a collaborative class project, and describe personal contributions in relationship to the contributions of others.	Describe how work and the workplace are changing (e.g., telecommuting, home-based businesses, entrepreneurial ventures).
Grade 5	INDICATORS		Identify how work done by different parts of the school contributes to the school's		Identify productive and unproductive ways of functioning within family, school, and community settings.	Examine the cause and effect relationship of change in the neighborhood and school.
Grade 3	INDICATORS		Explain how students, teachers, and aides working together	classroom.	Identify and follow classroom processes and procedures.	Identify recent changes in one's own neighborhood and school.
Common Curriculum Grade 3 Goals		ORGANIZATIONS AND SYSTEMS	Recognize families, schools, communities, and workplaces as systems composed of	met dependent parts.		

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Adopted December 15, 1998.

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requirements, security procedures and ethical Career-Related Learning career endorsement area. academic knowledge and technical skills required Explain and follow employment within a CAM/Grade 12 Apply academic knowledge with technical skills. Standards Demonstrate both regulatory for successful practices. (Continued) achieving desired personal technical skills needed for Compare and contrast the academic knowledge and understand policies and organizational rules to INDICATORS and career choices. Grade 10 Analyze laws and practices. quality, order, security, and Investigate and explain the organizational rules, laws, technical skills needed for academic knowledge and a variety of occupational implemented to ensure INDICATORS and guidelines are Grade 8 developed and Explain how skills needed in a variety of different life role settings. Investigate the academic knowledge and technical Describe the purpose of rules and guidelines in occupational groups. Grade 5 INDICATORS development of classroom Explain how learning in community, and careers. school relates to home, INDICATORS rules and guidelines. Participate in the and the responsibility of the local school district. Grade 3 skills to work successfully knowledge and technical Common Curriculum Integrate academic workplace settings. **FOUNDATIONS EMPLOYMENT** in family, school, community, and Goals

Career and Life Role Common Curriculum Goals and Career-Related Learning Standards

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Career-Related Learning Standards CAM/Grade 12		Demonstrate both academic knowledge and technical skills required for successful employment within a career endorsement area. (Repeated from pg 10)	Select, apply, and maintain tools and technologies appropriate for workplace.	Demonstrate jobseeking skills (e.g., writing resumes, completing applications, and participating in interviews.)	Use a problem-solving process to improve a school or community situation.	Follow workplace health and safety requirements.
Grade 10	INDICATORS		Research and report on the impact of technology on personal, educational, and career/life goals.	Demonstrate job-seeking skills (e.g., writing resumes, completing applications, and participating in interviews.	Describe the need for continuous improvement.	
Grade 8	INDICATORS		Relate the use of technology to the achievement of personal, educational, and career/life goals.	Demonstrate job-seeking skills (e.g., writing resumes, completing applications, and participating in interviews.	Research and report on a school's approach to improving a current problem or procedure.	
Grade 5	INDICATORS		Describe how technology affects personal, educational, and career/life goals.		Describe improvements made in academic achievement from previous grades.	
Grade 3	INDICATORS		Identify uses of technology in home, community, and jobs.			
Common Curriculum Grade 3 Goals		EMPLOYMENT FOUNDATIONS (Continued) Integrate academic knowledge and technical skills to work successfully	in family, school, community, and workplace settings. (Repeated from pg 10)			

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Common Curriculum Goals	Grade 3	Grade 5	Grade 8	Grade 10	Career-Related Learning Standards CAM/Grade 12
	INDICATORS	INDICATORS	INDICATORS	INDICATORS	
CAREER DEVELOPMENT					Demonstrate career development skills in planning for post high
Develop skills to assess personal characteristics, interests, abilities, and strengths.	Identify positive characteristics about self.	Identify positive characteristics about self, personal interests, and	Describe the knowledge and skills needed for multiple life roles in	Select and explain the choice of an endorsement area that reflects personal	Assess personal characteristics related to educational and
	Identify hobbies and activities of interest.	Recognize how hobbies and interests may lead to a career interest.	characteristics, interests, and abilities.	and abilities.	
	Describe various roles in a person's life (e.g., friend, student, worker, family member).	Identify the life roles that individuals experience (i.e., learner, producer, individual, citizen, consumer, and family member).	Describe the interrelationship among family, career, and leisure decisions.	Describe how personal characteristics, interests, and abilities relate to career and life role choices.	
	Describe one's role as an important member of family, community, and school groups.	Identify and describe the roles of families and communities in teaching and supporting their members.	Recognize the impact of family, career, and leisure decisions on various life roles.	Recognize and describe the challenges and conflicts that may arise in the process of simultaneously filling multiple life roles.	
				Evaluate the relationship between potential career goals and other life role responsibilities.	(Continued)
Adopted December 15, 1998.	98. 26				27

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Career-Related Learning CAM/Grade 12 Standards INDICATORS Grade 10 INDICATORS Grade 8 Grade 5 INDICATORS INDICATORS and the responsibility of the local school district. Grade 3 Common Curriculum Goals

	INDICATORS	INDICATORS	MOTOTOTO	TATE OF THE PARTY	
CAREER DEVELOPMENT (Continued)					Demonstrate career development skills in planning for post high school experiences.
Develop skills in identifving, evaluating.	Describe the jobs/occupations of parents.	Develop skills to use career information.	Use family and community resources to explore	Use a variety of resources to research, analyze, and	(Repeated from pg. 12)
and using a variety of	relatives, adult friends, and neighbors.		personal and career goals.	explore career options.	Research and analyze career and educational
personal, educational, and career choices.	b	Explore occupational groups in relation to hobbies activities and	Demonstrate skills in locating, evaluating, and intermeting career	Utilize various classification systems for occupations, industries.	information.
		interests.	information.	career interests, and education and training programs in relation to endorsement areas.	
	Describe the relationship between work and learning.	Identify how the knowledge and skills taught in school subjects	Recognize that interests, occupations, careers, and work may be organized and	Describe the relationship between educational achievement and career	
	Recognize how learning in school can be used in the	are used in broad occupational groups.	described in many different ways.	planning.	
	home and community.		Describe the education and skills needed for a variety of occupations, including self-employment and entrepreneurial ventures.	Identify local and regional educational, employment, and career options.	
				Identify factors that have influenced the changing career and life role patterns of women.	(Continued)
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learn") and career development ("learning to work"). Career and life role education is intended to be integrated across subject areas in school, community and workplace learning Career and Life Role Common Curriculum Goals and Career-Related Learning Standards

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and the responsibility of the local school district.

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Common Curriculum	Grade 3	Grade 5	Grade 8	Grade 10	Career-Related Learning Standards CAW(Grade 12
Coars	INDICATORS	INDICATORS	INDICATORS	INDICATORS	
CAREER DEVELOPMENT (Continued)					Demonstrate career development skills in planning for post high school experiences.
Develop skills in identifying, evaluating, and using a variety of resources for exploring personal, educational, and career choices. (Repeated from pg. 13)	Describe why people plan for the future.	Demonstrate how to set and achieve short and long term goals.	Determine individual career exploration goals and develop plans to reach them.	Establish tentative personal, educational, and career goals that recognize multiple life role responsibilities.	 Repeated from pg. 13) Develop and discuss a current plan designed to achieve personal, educational, and career goals.
		Identify the relationship between educational planning, goal setting and future success.	Recognize the possibility and importance of future unanticipated personal, educational, and career opportunities.	Describe how continuous changes in the world of work necessitate lifelong learning, frequent retraining, and updating for both employers and employees.	

Adopted December 15, 1998.

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Common Curriculum Crade 3 Grade 5 Grade 8 Grade 10 Caree 12	and are responsionary or are room source.					
EMPT EMPLICATORS INDICATORS Exhibiting the length of the impact of own behavior on other individuals and groups. INDICATORS Exhibiting the length of the inflation of the length of the le	on Curriculum Goals	Grade 3	Grade 5	Grade 8	Grade 10	Career-Related Learning Standards CAM/Grade 12
petence in nagement n		INDICATORS	INDICATORS	INDICATORS	INDICATORS	
Describe responsibilities of personal responsibility and student. Describe the importance of personal responsibility and good work habits in the community. Identify the impact of one's own behavior on other individuals and groups. Describe the importance of phibits in various family, good work habits in the school, and community. Recognize and explain the differences between socially responsible and socially irresponsible behaviors.	NAL SEMENT competence in					Exhibit appropriate work ethic and behaviors in school, community and workplace
Identify the impact of one's Demonstrate how one's own behavior on other behavior impacts outcomes individuals and groups. Recognize and explain the differences between socially responsible and socially irresponsible behaviors.	I management tributes to ; and balancing bilities of : life roles (i.e., al, learner,	Describe responsibilities of a student.	Describe the importance of personal responsibility and good work habits in the family, school, and community.	Demonstrate good work habits in various family, school, and community related tasks.	Take initiative to complete work in a responsible manner.	Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality.
he's Demonstrate how one's Recognize and explain the behavior impacts outcomes differences between socially responsible socially irresponsible behaviors.	r, consumer, nember, citizen).					Maintain regular attendance and be on time.
behavior impacts outcomes and explain the behavior impacts outcomes and consequences. socially responsible behaviors.						 Identify tasks that need to be done and initiate action to complete the tasks.
(Continued)		Identify the impact of one's own behavior on other individuals and groups.	Demonstrate how one's behavior impacts outcomes and consequences.	Recognize and explain the differences between socially responsible and socially irresponsible behaviors.		Demonstrate accountability for decisions and actions and anticipate consequences
						(Continued)

Career and Life Role Common Curriculum Goals and Career Actacra Localina Consumer, family member and citizen) into a community and work settings. Career and life role education helps students connect the personal side of their lives ("learning to live") to educational growth ("learning to live") to live "learning to live" to live "learning to live") to live "learning to live" to live "learning to live" to live "learning to live" to live "learning to l rather than only as a separate class.

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Common Curriculum Goals	Grade 3	Grade 5	Grade 8	Grade 10	Career-Related Learning Standards CAM/Grade 12
	INDICATORS	INDICATORS	INDICATORS	INDICATORS	
PERSONAL MANAGEMENT (Continued) Develop competence in					Exhibit appropriate work ethic and behaviors in school, community and workplace. (Repeated from pg. 2)
personal management that contributes to fulfilling and balancing responsibilities of multiple life roles (i.e., individual, learner, producer, consumer, family member, citizen). (Repeated from pg. 2)	Demonstrate promptness, dependability, and getting along with others.	Demonstrate behaviors and skills (e.g., punctuality, dependability, getting along with others) that are important in various life roles.	Demonstrate knowledge and skills basic to succeeding in multiple life roles (e.g., productive use of time and resources, timely completion of tasks).	Demonstrate how habits and skills (e.g., punctuality, dependability, cooperation, collaboration, dress, and appearance) developed in school are transferable to a variety of settings.	Demonstrate dress, appearance, and personal hygiene appropriate for the environment and situation.
	Demonstrate knowledge of good health habits, including healthy ways of dealing with conflict, and emotion.	Identify personal sources of stress and conflict, and suggest strategies for managing them.	Demonstrate healthy ways to deal with stress and conflict.	Demonstrate knowledge and skills basic to maintaining physical and mental health.	 Explain and follow personal health and safety practices.
	Describe activities that promote safety in the home, school, community, and careers.	Identify potential safety hazards within the home, school, community, and careers.	Propose and test solutions to safety hazards within the home, school, community, and careers.	Identify and explain an individual's rights and responsibilities related to health and safety in home, school, and workplace.	
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learn") and career development ("learning to work"). Career and life role education is intended to be integrated across subject areas in school, community and workplace learning y, community and work settings. Career and life role education helps students connect the personal side of their lives ("learning to live") to educational growth ("learning to Career and Life Role Common Curriculum Goals and Career-Related Learning Standards

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Common Curriculum Goals Grade 3 Grade 5 Grade 8 PROBLEM SOLVING Develop and use productive and socially responsible approaches for resolving problems in community, and vorkplace sertings. INDICATORS INDICATORS family school, for resolving problems in family school, community, and vorkplace sertings. Present a problem's main idea with detail to show understanding of relevant issues. Select and use appropriate idea with detail to show understanding of relevant issues. Ger straed to life roles. Describe how decisions affect self and others. Examine alternative decisions and their impact made and what can be learned from making choices and accepting responsibility. Distinguish between decisions and solve problems related to family, decisions and solve problems related to family, and decisions and solve problems and solve problems accepting with making an important decision. Use a prioritizing or school, and community school electives and decision. Use a prioritizing or school electives and school electives and school and community school and commun	and the responsibility of the local school district.	al sciloul district.				
Indicators in the case of the community. Describe how decisions and others. Discuss how choices are made and what can be learned from making choices and accepting responsibility. Identify factors associated with making an important making mortant making decision. Identify factors associated with making an important making mortant making consists and decision. Indicators in the case and accepting middle school electives and decision. Indentify factors associated with making an important middle school electives and decision. Indentify factors associated with making an important middle school electives and decision. Indicators are middle school electives and decision making process to decision. Indicators and accepting project. Indicators associated with making an important middle school electives and decision. Indicators and accepting project. Indicators associated with making an important middle school electives and decision. Indicators and accepting project. Indicators associated with making an important plan extra-curricular course of study and extra-		Grade 3	Grade 5	Grade 8	Grade 10	Career-Related Learning Standards CAM/Grade 12
In Identify and describe a present a problem's main problem that exists in the class room, school, or community. Describe how decisions affect self and others. Discuss how choices are made and what can be problem solving to problem school, and community. Discuss how choices are made and what can be problem solving to problem select to family, school and community situations. Identify factors associated Use information to select and plan high school edecision. Identify factors associated with making an important plan extra-curricular course of study and extra-curricular community studies.		INDICATORS	INDICATORS	INDICATORS	INDICATORS	
Identify and describe a present a problem's main problem that exists in the idea with detail to show classroom, school, or understanding of relevant classroom, school, or issues. Describe how decisions and their impact affect self and others. On other individuals. Discuss how choices are problem solving to making complete a classroom problems related to family, school accision. Identify factors associated Use information to select to with making an important middle school electives and decision. Breat and use appropriate idea appropriate idea problems related to life roles. Distinguish between alternatives that involve varying degrees of risk. Use decisions and their impact and solve decisions and solve problem solving to school, and community situations. Identify factors associated Use information to select up a prioritizing or middle school electives and decision. Identify actors associated plan extra-curricular course of study and extra-curricular course of study and extra-	BLEM SOLVING slop and use uctive and socially onsible approaches					Apply decision-making and problem-solving techniques in school, community, and workplace.
Examine alternative Distinguish between decisions and their impact on other individuals. Use decision-making and problem solving to problem solving to project. The complete a classroom problems related to family, school, and community situations. The complete a classroom problems related to family, school, and community situations. The complete a classroom problems related to family, school, and community situations. The complete a classroom problems related to family, school actives and decision-making process to plan extra-curricular course of study and extra-curricular course of study and extra-	roblems in id	Identify and describe a problem that exists in the classroom, school, or community.	Present a problem's main idea with detail to show understanding of relevant issues.		Generalize problem- solving strategies to new contexts or situations.	 Identify problems and locate information that may lead to solutions.
on other individuals. Use decision-making and problem solving to complete a classroom project. Ited Use information to select and plan high school activities. on other individuals. Use information to select decision-making process to plan extra-curricular course of study and extra-curricular course of study and extra-curricular course of study and extra-	<u></u>	Describe how decisions affect self and others	ج ا	Distinguish between alternatives that involve	Resolve problems using techniques that include	 Identify alternatives to solve problems.
re Use decision-making and Use information to make problem solving to decisions and solve complete a classroom project. project. school, and community situations. ted Use information to select Use a prioritizing or middle school electives and decision-making process to plan extra-curricular select and plan high school activities. course of study and extra-	· ·		on other individuals.	varying degrees of risk.	personal, social, and ethical considerations.	 Assess the consequences of the alternatives.
Use information to select middle school electives and plan extra-curricular select and plan high school activities.		Discuss how choices are made and what can be learned from making choices and accepting responsibility.	Use decision-making and problem solving to complete a classroom project.	Use information to make decisions and solve problems related to family, school, and community situations.	Organize and process information and apply decision-making and problem-solving skills in school, real, or simulated	Select and explain a proposed solution and course of action.
middle school electives and decision-making process to plan extra-curricular select and plan high school activities.		Identify factors associated	Use information to select	Use a prioritizing or	workplace situations. Use decision-making skills	Develop a plan to implement the selected course of action.
curricular activities.	•	with making an important decision.	middle school electives and plan extra-curricular activities.	decision-making process to select and plan high school course of study and extracurricular activities.	to select an endorsement area for CAM focus.	Assess results and take corrective action.

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instructional materials elements of verbal and apply to specific tasks. Career-Related Learning Listen attentively and feedback in a positive using traditional and communication skills to Locate, process, and for information and convey information technological tools. Demonstrate effective information in school, Give and receive CAM/Grade 12 communication. Read technical/ summarize key Standards give and receive community, and non-verbal manner. (Continued) workplace. information in multi-media Use technology to process, create, and communicate recognizing personal and communications skills to Read technical materials receive verbal and non-INDICATORS cultural differences. for information and Grade 10 Use interpersonal verbal messages, presentations. application. Use a variety of traditional record, and paraphrase the information from relevant and technological tools to sources (e.g., manuals, books, experts, Internet). INDICATORS transmit and receive Attentively listen to, Locate and organize Grade 8 ideas of others information. Use a variety of traditional and technological tools to indexes, headings, graphs, clarify meaning by using charts, diagrams, and/or Attentively listen to the Locate information and ideas of others and ask illustrations, tables of contents, glossaries, clarifying questions. gather information. Grade 5 INDICATORS tables Explore the use of a variety indexes, headings, graphs, Locate information using charts, diagrams, and/or Demonstrative attentive instructions and asking listening by following illustrations, tables of INDICATORS technological tools to contents, glossaries, acquire information. of traditional and questions. Grade 3 communication strategies Common Curriculum COMMUNICATION* workplace settings. in family, school, community, and Goals Select and use appropriate

Some of these indicators at grades 3, 5, 8, and 10 reflect the standards and benchmarks listed in the English content area. The English Benchmarks are listed here to emphasize the importance of Communication in context to meet multiple CAM requirements.

Career and Life Role Common Curriculum Goals and Career-Actacle Local ming Common. Experiments and citizen) into Career and life role education helps students prepare to integrate the demands of six life roles (i.e., individual, learner, producer, consumer, family member and citizen) into Career and life role education helps students connect the personal side of their lives ("learning to live") to educational growth ("learning to "). Career and life role education helps students connect the integrated across subject areas in school, community and workplace learning rather than only as a separate class.

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Common Curriculum	Grade 3	Grade 5	Grade 8	Grade 10	Career-Related Learning Standards CAM/Grade 12
	INDICATORS	INDICATORS	INDICATORS	INDICATORS	
COMMUNICATION* (Continued) Select and use appropriate communication strategies in family, school,					Demonstrate effective communication skills to give and receive information in school, community, and workplace. (Repeated from pg. 5)
community, and workplace settings. (Repeated from pg. 5)	Write in a variety of modes (e.g., narrative, imaginative, expository, persuasive) and forms (e.g., essays, stories, reports) appropriate to audience and purpose.	Write in a variety of modes (e.g., narrative, imaginative, expository, persuasive) and forms (e.g., essays, stories, reports) appropriate to audience and purpose.	Write in a variety of modes (e.g., narrative, imaginative, expository, persuasive) and forms (e.g., essays, letters, business communications, research papers, technical reports) appropriate to audience and purpose.	Write in a variety of modes (e.g., narrative, expository, imaginative, persuasive) and forms (e.g., essays, letters or business communications, research papers, technical reports) appropriate to audience and purpose.	Write instructions, technical reports, and business communications clearly and accurately.
	Demonstrate some control of eye contact and speak at an appropriate rate and volume to request information or assistance	Demonstrate control of eye contact, speaking rate, volume, enunciation, and gestures when giving instructions, asking questions, and/or providing information.	Demonstrate control of eye contact, speaking rate, volume, enunciation, and gestures when giving instructions, asking questions, and/or providing information.	Use various communication strategies within life role contexts for such purposes as informing, describing, questioning, and persuading.	Speak clearly, accurately and in a manner appropriate for the intended audience when giving oral instructions, technical reports and business communications.
• Some of these indicator to emphasize the impor	rs at grades 3, 5, 8, and 10 relation of Communication in c	Some of these indicators at grades 3, 5, 8, and 10 reflect the standards and benchmarks listed in the English content area. The English Benchmarks are listed here to emphasize the importance of Communication in context to meet multiple CAM requirements.	marks listed in the English col requirements.	ontent area. The English Be	enchmarks are listed here

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Common Curriculum	Grade 3	Grade 5	Grade 8	Grade 10	Career-Related Learning Standards
Goals					CAM/Grade 12
	INDICATORS	INDICATORS	INDICATORS	INDICATORS	
TEAMWORK Develop and use interpersonal skills that					Demonstrate effective teamwork in school, community and workplace.
and teamwork in working toward common goals in family, school,	Describe how family members rely on one another, work together, and	Identify behaviors that promote or interfere with group work (e.g.,	Identify roles and behaviors that contribute to team effectiveness in femiliae school and the	Demonstrate interpersonal skills required for working cooperatively in teams.	 Identify the key characteristics of teamwork.
community, and workplace settings.	sitate responsionnes.	good listening).	community.		• Explain how work teams are the same or different from other kinds of teams.
					Identify different roles within teams and describe why each role is important to effective teamwork.
Understand the issues related to diversity in school, community, and workplace settings.	Recognize and appreciate the ethnic and cultural diversity found in one's school.	Demonstrate the ability to work as part of a diverse group.	Explain how diversity contributes to school, community, and workplace teams.	Demonstrate respect and flexibility in team situations.	Recognize the effects of individual difference on interactions among team members.
					(Continued)

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Common Curriculum Grads NDICATORS INDICATORS Indicated CAM/Grade 12 TEAMWORK Continued)	marginal property of the same deal am arm					
team tasks. such as helping, sharing, and tistening, and classrooms. such as helping, sharing, and classrooms. facilitator). Indicative the such as helping sharing, and classrooms. facilitator). Indicative the such as helping sharing, and classrooms. facilitator).	Common Curriculum	Grade 3	Grade 5	Grade 8	Grade 10	Career-Related Learning Standards CAM/Grade 12
skills that in wording project with classmates. Is still including; involving large. The state of the state		INDICATORS	INDICATORS	INDICATORS	INDICATORS	
Practice effective team project with classmates. Identify cooperative skills such and classrooms. Identify different explaining, and classrooms. Identify different completing such as helping, and istening. Identify different cam efforts in families schools, and classrooms. Identify different completions and classrooms. Identify different completions and classrooms. Identify different completions and classrooms. Identify cooperative skills individual's contributions and classrooms. Identify cooperative skills individual strengths and classrooms. Identify cooperative skills individual stre	TEAMWORK (Continued) Develop and use interpersonal skills that					Demonstrate effective teamwork in school, community and workplace. (Repeated from pg. 7)
Identify cooperative skills such as helping, sharing, explaining, and listening and classrooms. Identify different such as helping, sharing, individual's contributions cylaining, and listening and classrooms. Examine one's own role and performance in family, team goals in multiple life team efforts (e.g., leader, follower, team member, facilitator).	contribute to cooperation and teamwork in working toward common goals in family, school, community, and workplace settings.	Participate in a cooperative project with classmates.	Practice effective team skills including: involving all team members, attentive listening, and completing team tasks.	Use strategies to work effectively with team members (e.g., negotiation, compromise, consensus, conflict resolution).	Analyze teamwork and propose measures to enhance team effectiveness and achieve common goals.	Demonstrate skills that improve team effectiveness, (e.g., negotiation, compromise, consensus building,
individual's contributions and performance in family, and interests to accomplish schools, and community team goals in multiple life team efforts (e.g., leader, follower, team member, facilitator).	Understand the issues related to diversity in school, community, and workplace settings. (Repeated from pg. 7)	Identify conerative skills	Identify different	Examine one's own role	Use individual strenoths	conflict management, shared decision-making and goalsetting).
		such as helping, sharing, explaining, and listening.	individual's contributions to team efforts in families and classrooms.	and performance in family, schools, and community team efforts (e.g., leader, follower, team member, facilitator).	and interests to accomplish team goals in multiple life role settings.	significance of individual contributions to teamwork.

Adopted December 15, 1998.

Career and Life Role Common Curriculum Goals and Career Actacus Local Local Common Curriculum Goals and Career Actacus Local Local Consumer, family member and citizen) into Career and life role education helps students connect the personal side of their lives ("learning to live") to educational growth ("learning to Local Career and life role education helps students connect the personal side of their lives ("learning to educational growth ("learning to live") to live educational growth ("learning to live") to live educational growth ("learning to live") to educational growth ("learning to live") to live educational grow

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Common Curriculum Goals	Grade 3	Grade 5	Grade 8	Grade 10	Career-Related Learning Standards CAM/Grade 12
	INDICATORS	INDICATORS	INDICATORS	INDICATORS	
ORGANIZATIONS AND SYSTEMS					Describe how individuals fit into organizations and
Recognize families, schools, communities, and	Explain how students.	Identify how work done by	Compare and contrast	Explain the	 systems. Identify parts of
workplaces as systems	teachers, and aides	different parts of the school	simple systems and	interdependence of the work of a department or	organizations and
composed of interdependent parts.	contribute to a successful	total operation.	their common elements	section to other	
	classroom.		and relationships (e.g., families, schools, communities, and workplaces).	departments or sections within an organization.	Describe how the parts of organizations and systems fit together.
	Identify and follow	Identify productive and	Particinate in a	Demonstrate the ability to work effectively within the	Describe how work
	classroom processes and procedures.	functioning within family, school, and community settings.	collaborative class project, and describe personal contributions in relationship to the	school, community, or workplace settings.	moves through a system.
			contributions of others.		
	Identify recent changes in one's own neighborhood and school.	Examine the cause and effect relationship of change in the neighborhood and school.	Describe how work and the workplace are changing (e.g., telecommuting, home-based businesses, entrepreneurial ventures).	Identify reasons and strategies for making changes in the workplace.	Describe the changing nature of work, workplaces, and work processes on individuals, organizations and systems.

Career and Life Role Common Curriculum Goals and Career-Related Learning Standards

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Career-Related Learning Standards CAM/Grade 12	RS	Demonstrate both academic knowledge and technical skills required for successful employment within a career endorsement area.	trast the Apply academic lge and knowledge with eded for technical skills. personal s.	Explain and follow regulatory requirements, security procedures and ethical practices.	
Grade 10	INDICATORS		Compare and contrast the academic knowledge and technical skills needed for achieving desired personal and career choices.	Analyze laws and organizational rules to understand policies and practices.	
Grade 8	INDICATORS		Investigate and explain the academic knowledge and technical skills needed for a variety of occupational groups.	Explain how organizational rules, laws, and guidelines are developed and implemented to ensure quality, order, security, and safety.	
Grade 5	INDICATORS		Investigate the academic knowledge and technical skills needed in a variety of occupational groups.	Describe the purpose of rules and guidelines in different life role settings.	
Grade 3	INDICATORS		Explain how learning in school relates to home, community, and careers.	Participate in the development of classroom rules and guidelines.	
Common Curriculum Grade 3 Goals		EMPLOYMENT FOUNDATIONS Integrate academic knowledge and technical skills to work successfully in family, school	community, and workplace settings.		

Career and Life Role Common Curriculum coals and career and life role education helps students prepare to integrate the demands of six life roles (i.e., individual, learner, producer, consumer, family member and citizen) into y, community and work settings. Career and life role education helps students connect the personal side of their lives ("learning to live") to educational growth ("learning to live") and workplace learning to live and life role education helps students connect the personal side of their lives ("learning to live") to educational growth ("learning to live") to live educational growth ("learning to live") to educational growth ("learning to live") to live educational growth ("learning to live") to live educational growth ("learning to live") to live educational growth ("learning to live educational growth ("learning to live") to live rather than only as a separate class.

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Use a problem-solving career endorsement area. Career-Related Learning academic knowledge and technical skills required process to improve a school or community (Repeated from pg 10) seeking skills (e.g., maintain tools and employment within a Follow workplace Select, apply, and Demonstrate jobapplications, and health and safety CAM/Grade 12 writing resumes, participating in appropriate for Standards Demonstrate both requirements. technologies completing nterviews.) workplace. for successful situation. Research and report on the participating in interviews. personal, educational, and Demonstrate job-seeking continuous improvement. impact of technology on Describe the need for INDICATORS resumes, completing skills (e.g., writing Grade 10 applications, and career/life goals. educational, and career/life participating in interviews. Demonstrate job-seeking Research and report on a achievement of personal, problem or procedure. INDICATORS resumes, completing school's approach to improving a current skills (e.g., writing Grade 8 technology to the applications, and Relate the use of goals. achievement from previous educational, and career/life Describe how technology Describe improvements made in academic Grade 5 INDICATORS affects personal, grades. goals. Identify uses of technology in home, community, and INDICATORS and the responsibility of the local school district. Grade 3 jobs. skills to work successfully knowledge and technical Common Curriculum (Repeated from pg 10) Integrate academic workplace settings. **FOUNDATIONS EMPLOYMENT** in family, school, community, and Goals (Continued)

learn") and career development ("learning to work"). Career and life role education is intended to be integrated across subject areas in school, community and workplace learning, community and work settings. Career and life role education helps students connect the personal side of their lives ("learning to live") to educational growth ("learning to Career and Life Role Common Curriculum Goals and Career-Related Learning Standards

Career and life role education helps students prepare to integrate the demands of six life roles (i.e., individual, learner, producer, consumer, family member and citizen) into rather than only as a separate class.

The Career and Life Role indicators at grades 3, 5, 8, and 10 provide guidance to school districts in preparing students to meet the grade 12 Career-Related Learning Standards. The grade 3, 5, 8, and 10 indicators are not part of the required assessment system. The grade 12 Career-Related Learning Standards are a required component of CAM assessment

and the responsibility of the local school district.

Common Curriculum Goals	Grade 3	Grade 5	Grade 8	Grade 10	Career-Related Learning Standards CAM/Grade 12
	INDICATORS	INDICATORS	INDICATORS	INDICATORS	
CAREER DEVELOPMENT					Demonstrate career development skills in planning for post high
Develop skills to assess personal characteristics, interests, abilities, and strengths.	Identify positive characteristics about self.	Identify positive characteristics about self,	Describe the knowledge and skills needed for	Select and explain the choice of an endorsement	school experiences. • Assess personal characteristics related
		personal interests, and abilities.	multiple life roles in relation to personal characteristics, interests,	area that reflects personal characteristics, interests, and abilities.	to educational and career goals.
	Identify hobbies and activities of interest.	Recognize how hobbies and interests may lead to a career interest.	and abilities.		
	Describe various roles in a person's life (e.g., friend, student, worker, family member).	Identify the life roles that individuals experience (i.e., learner, producer, individual, citizen,	Describe the interrelationship among family, career, and leisure decisions.	Describe how personal characteristics, interests, and abilities relate to career and life role choices.	
		consumer, and family member).			
	Describe one's role as an important member of family community, and	Identify and describe the roles of families and communities in teaching	Recognize the impact of family, career, and leisure decisions on various life	Recognize and describe the challenges and conflicts that may arise in the	
	school groups.	and supporting their members.	roles.	process of simultaneously filling multiple life roles.	
				Evaluate the relationship	
				between potential career goals and other life role	
				responsibilities.	(Continued)
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Common Curriculum Goals	Grade 3	Grade 5	Grade 8	Grade 10	Career-Related Learning Standards CAM/Grade 12
	INDICATORS	INDICATORS	INDICATORS	INDICATORS	
CAREER DEVELOPMENT (Continued)					Demonstrate career development skills in planning for post high school exneriences.
Develop skills in identifying, evaluating, and using a variety of	Describe the jobs/occupations of parents, relatives adult friends and	Develop skills to use career information.	Use family and community resources to explore personal and career goals.	Use a variety of resources to research, analyze, and explore career options.	(Repeated from pg. 12) Research and analyze
resources for exploring personal, educational, and career choices.	neighbors.	Explore occupational groups in relation to	Demonstrate skills in locating, evaluating, and	Utilize various classification systems for	career and educational information.
		hobbies, activities, and interests.	interpreting career information.	occupations, industries, career interests, and education and training programs in relation to endorsement areas.	
	Describe the relationship between work and learning. Recognize how learning in	Identify how the knowledge and skills taught in school subjects are used in broad occupational groups.	Recognize that interests, occupations, careers, and work may be organized and described in many different ways.	Describe the relationship between educational achievement and career planning.	
	school can be used in the home and community.		Describe the education and skills needed for a variety of occupations, including self-employment and entrepreneurial ventures.	Identify local and regional educational, employment, and career options.	
				Identify factors that have influenced the changing career and life role patterns	
				or women.	(Continued)

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and the responsibility of the local school district.

Common Curriculum Grade 3	Grade 3	Grade 5	Grade 8	Grade 10	Career-Related Learning Standards
Goals	INDICATORS	INDICATORS	INDICATORS	INDICATORS	CAM/Grade 12
CAREER DEVELOPMENT (Continued)					Demonstrate career development skills in planning for post high
Develop skills in identifying, evaluating, and using a variety of resources for exploring personal, educational, and career choices. (Repeated from pg. 13)	Describe why people plan for the future.	Demonstrate how to set and achieve short and long term goals.	Determine individual career exploration goals and develop plans to reach them.	Establish tentative personal, educational, and career goals that recognize multiple life role responsibilities.	Repeated from pg. 13) Develop and discuss a current plan designed to achieve personal, educational, and career goals.
		Identify the relationship between educational planning, goal setting and future success.	Recognize the possibility and importance of future unanticipated personal, educational, and career opportunities.	Describe how continuous changes in the world of work necessitate lifelong learning, frequent retraining, and updating for both employers and employees.	

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50

Oregon Department of Education

CAM Implementation Timeline

204-05 2005-06	in all schools	es Sciences CAM fully implemented
2004-05	in al	Add Second Languages
2003-04	hools*	Add Arts
2002-03 2003-04	v Century Sc	Same as 2001-02
2001-02	CAM Awarded in New Century Schools*	Add Science
99-2000 2000-01	CAM Aw	Mathematics English Career- Related Learning (CRL)*
99-2000		Technical

* Certificate of Advanced Mastery pilot sites.



CIM/CAM/PASS TIMELINE

The timeline below shows implementation of the Certificates of Initial and Advanced Mastery and PASS, the Proficiency-based Admission Standards System of the Oregon University System.

		Certifi	CATE OF INITIAL N	1 Astery		
1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
English Mathematics Science*	English Mathematics Science	Add Arts	Add Second Languages	Add Social Sciences Fully Implemented	Fully Implemented	Fully Implemented
		CERTIFICA	ATE OF ADVANCED	Mastery		
1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
	CAN	I awarded in Ne	w Century Schoo	ls**	CAM awarded	d in all schools
Technical assistance	English Mathematics Career-related	Add Science	Same as 2001-02	Add Arts	Add Second Languages	Add Social Sciences
	Learning					Fully Implemented
		Proficiency-bas	SED ADMISSION ST	И		
Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
GPA Subject requirements SAT I (or ACT)		GPA Subject req. SAT I/ACT	GPA Subject req. SAT I/ACT	GPA Subject req. SA,T I/ACT	GPA Subject req. SAT I/ACT	Proficiencies: Add Social Sciences SAT I/ACT Fully
					,	Implemented
<u>or</u>		<u>or</u>	<u>or</u>	or	<u>or</u>	<u>or</u>
PASS Proficie National stands tests (e.g., AP, SAT I (or ACT	ards-based IB)	Proficiencies: English Mathematics Other subject requirements SAT I/ACT	Proficiencies: Add Science Other subject requirements SAT I/ACT	Proficiencies: Add Arts Other subject requirements SAT I/ACT	Proficiencies: Add Second Languages Other subject requirements SAT I/ACT	By waiver: GPA Subject req. SAT I/ACT

^{*} Tenth graders in 1999-2000 must pass the state science test for the Certificate of Initial Mastery. Tenth graders in later years must pass both the test and classroom work samples in science for the certificate.



^{**}Certificate of Advanced Mastery implementation pilot sites



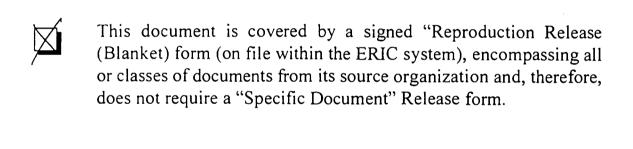
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